

Main Criteria: Voyages in Writing

Secondary Criteria: Missouri Learning Standards

Subject: Language Arts

Grade: 8

Voyages in Writing

Lesson 01: Unit 1 Note Making and Outlines, pp. 11-18

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE
/ BENCHMARK

RI.1.

Comprehend and Interpret Texts (Approaching Texts as a Reader)

GLE /
COMPONENT

RI.1.B.

Word Meanings

INDICATOR /
PROFICIENCY

8.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE
/ BENCHMARK

RI.1.

Comprehend and Interpret Texts (Approaching Texts as a Reader)

GLE /
COMPONENT

RI.1.C.

Text Features

INDICATOR /
PROFICIENCY

8.RI.1.C.

Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE
/ BENCHMARK

RI.1.

Comprehend and Interpret Texts (Approaching Texts as a Reader)

GLE /
COMPONENT

RI.1.D.

Summarize/Claim

INDICATOR /
PROFICIENCY

8.RI.1.D.

Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE
/ BENCHMARK

RI.3.

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

GLE /
COMPONENT

RI.3.D.

Comprehension

INDICATOR / PROFICIENCY	8.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	8.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery

INDICATOR / PROFICIENCY	8.SL.2.A.	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.
STRAND: BIG IDEA / STANDARD		Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal

INDICATOR / PROFICIENCY	8.SL.2.B.	Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners.
-------------------------	-----------	---

Lesson 02: Unit 2 Writing from Notes, pp. 19-28

**STRAND: BIG
IDEA /
STANDARD****Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR /
PROFICIENCY

8.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG
IDEA /
STANDARD****Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features

INDICATOR /
PROFICIENCY

8.RI.1.C.

Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

**STRAND: BIG
IDEA /
STANDARD****Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR /
PROFICIENCY

8.RI.1.D.

Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

**STRAND: BIG
IDEA /
STANDARD****Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR /
PROFICIENCY

8.RI.3.D.

Read and comprehend informational text independently and proficiently.

**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	8.W.2.A.b .	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a .	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b .	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c .	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d .	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e .	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 03: Unit 3 Retelling Narrative Stories, pp. 29-36

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY	8.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features
INDICATOR / PROFICIENCY	8.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	8.RL.2.D.	Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	8.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.a .	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	8.W.2.A.b .	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT : GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a .	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b .	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c .	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d .	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e .	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND: BIG
IDEA /
STANDARD****Speaking and Listening**

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
----------------------------	-----------	--

Lesson 04: Unit 3 Retelling Narrative Stories, pp. 37-44**Missouri Learning Standards****Language Arts****Grade 8 - Adopted: 2016****STRAND: BIG
IDEA /
STANDARD****Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme

INDICATOR / PROFICIENCY	8.RL.1.D.	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
----------------------------	-----------	---

**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	8.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
-----------	-----------	--

INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
-----------	-----------	---

**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
-----------	-----------	--

INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
-----------	-----------	--

INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
-----------	-----------	--

INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	-----------	---

INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
-----------	-----------	---

**STRAND: BIG
IDEA /
STANDARD****Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
-------------------------	-----------	--

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD****Reading Literary Text****CONCEPT: GLE
/ BENCHMARK****RL.1.****Comprehend and Interpret Texts (Approaching Texts as a Reader)****GLE /
COMPONENT****RL.1.D.****Summarize/Theme****INDICATOR /
PROFICIENCY**

8.RL.1.D.

Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

**STRAND: BIG
IDEA /
STANDARD****Writing****CONCEPT: GLE
/ BENCHMARK****W.2.****Approaching the Task as a Writer****GLE /
COMPONENT****W.2.A.****Development****INDICATOR /
PROFICIENCY****8.W.2.A.****Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.****INDICATOR**8.W.2.A.a
.

Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

INDICATOR8.W.2.A.b
.

Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD****Writing****CONCEPT: GLE
/ BENCHMARK****W.3.****Approaching the Task as a Reader****GLE /
COMPONENT****W.3.A.****Revise and Edit****INDICATOR /
PROFICIENCY****8.W.3.A.****Review, revise, and edit writing with consideration for the task, purpose, and audience.****INDICATOR**8.W.3.A.a
.

Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR8.W.3.A.b
.

Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

INDICATOR8.W.3.A.c
.

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		
Speaking and Listening		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 06: Unit 4 Summarizing a Reference, pp. 53-60

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	8.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	8.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	8.RI.1.D.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	8.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	8.W.1.A.a .	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	8.W.1.A.b .	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.b .	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	8.W.3.A.a .	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 07: Unit 4 Summarizing a Reference, pp. 61-70

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	8.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	8.RI.1.D.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

CONCEPT : GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY 8.RI.3.D. Read and comprehend informational text independently and proficiently.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT : GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY 8.W.1.A.a . Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY 8.W.1.A.b . Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT : GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR 8.W.2.A.b . Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT : GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit

INDICATOR / PROFICIENCY 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR 8.W.3.A.a . Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR 8.W.3.A.b . Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

INDICATOR 8.W.3.A.c . Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		
Speaking and Listening		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 08: Unit 4 Summarizing a Reference, pp. 71-82

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	8.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	8.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	8.RI.1.D.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	8.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	8.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 09: Unit 5 Writing from Pictures, pp. 83-92

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features
INDICATOR / PROFICIENCY	8.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND: BIG
IDEA /
STANDARD****Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 10: Unit 5 Writing from Pictures, pp. 93-100**Missouri Learning Standards****Language Arts****Grade 8 - Adopted: 2016****STRAND: BIG
IDEA /
STANDARD****Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features
INDICATOR / PROFICIENCY	8.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).

**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
-----------	-----------	---

**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
-----------	-----------	--

INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
-----------	-----------	--

INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
-----------	-----------	--

INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	-----------	---

INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
-----------	-----------	---

**STRAND: BIG
IDEA /
STANDARD****Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
-------------------------	-----------	--

Lesson 11: Unit 6 Summarizing Multiple References, pp. 101-112

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.C.	Historical Context

INDICATOR /
PROFICIENCY

8.RL.3.C.

Explain how themes reflect historical and/or cultural contexts.

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR /
PROFICIENCY

8.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features

INDICATOR /
PROFICIENCY

8.RI.1.C.

Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR /
PROFICIENCY

8.RI.1.D.

Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	8.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	8.W.1.A.a .	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	8.W.1.A.b .	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.b .	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	8.SL.2.A.	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD****Writing****CONCEPT: GLE
/ BENCHMARK****W.1.****Approaching the Task as a Researcher****GLE /
COMPONENT****W.1.A.****Research**INDICATOR /
PROFICIENCY8.W.1.A.a
.

Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR /
PROFICIENCY8.W.1.A.b
.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND: BIG
IDEA /
STANDARD****Writing****CONCEPT: GLE
/ BENCHMARK****W.2.****Approaching the Task as a Writer****GLE /
COMPONENT****W.2.A.****Development****INDICATOR /
PROFICIENCY****8.W.2.A.****Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.**

INDICATOR

8.W.2.A.b
.

Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD****Writing****CONCEPT: GLE
/ BENCHMARK****W.3.****Approaching the Task as a Reader****GLE /
COMPONENT****W.3.A.****Revise and Edit****INDICATOR /
PROFICIENCY****8.W.3.A.****Review, revise, and edit writing with consideration for the task, purpose, and audience.**

INDICATOR

8.W.3.A.a
.

Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR

8.W.3.A.b
.

Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

INDICATOR

8.W.3.A.c
.

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		
Speaking and Listening		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 13: Unit 6 Summarizing Multiple References, pp. 119-124

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.C.	Historical Context
INDICATOR / PROFICIENCY	8.RL.3.C.	Explain how themes reflect historical and/or cultural contexts.

STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	8.RI.1.D.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY	8.W.1.A.a .	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	8.W.1.A.b .	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR /
PROFICIENCY

8.SL.1.A.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery

INDICATOR /
PROFICIENCY

8.SL.2.A.

Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.

Lesson 14: Unit 6 Summarizing Multiple References, pp. 125-130

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR /
PROFICIENCY

8.W.1.A.a
.

Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR /
PROFICIENCY

8.W.1.A.b
.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR 8.W.2.A.b . Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR 8.W.3.A.a . Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR 8.W.3.A.b . Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

INDICATOR 8.W.3.A.c . Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

INDICATOR 8.W.3.A.d . Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

INDICATOR 8.W.3.A.e . Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY 8.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 15: Unit 7 Inventive Writing, pp. 131-136

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR 8.W.2.A.b . Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR 8.W.3.A.a . Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR 8.W.3.A.b . Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

INDICATOR 8.W.3.A.c . Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

INDICATOR 8.W.3.A.d . Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY 8.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 16: Unit 7 Inventive Writing, pp. 137-144

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
-----------	-----------	---

**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
-----------	-----------	--

INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
-----------	-----------	--

INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
-----------	-----------	--

INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	-----------	---

INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
-----------	-----------	---

**STRAND: BIG
IDEA /
STANDARD****Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
-------------------------	-----------	--

Lesson 17: Unit 7 Inventive Writing, pp. 145-152

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR /
PROFICIENCY

8.RI.1.D.

Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR

8.W.2.A.b

Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR

8.W.3.A.a

Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR

8.W.3.A.b

Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

INDICATOR

8.W.3.A.c

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

INDICATOR

8.W.3.A.d

Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

INDICATOR

8.W.3.A.e

Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
-------------------------	-----------	--

Lesson 18: Unit 8 Formal Essay Models, pp. 153-158

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY	8.W.1.A.a	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
-------------------------	-----------	--

INDICATOR / PROFICIENCY	8.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	-----------	---

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
-----------	-----------	---

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
----------------------------	-----------	--

Lesson 19: Unit 8 Formal Essay Models, pp. 159-170

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR /
PROFICIENCY

8.RI.1.D.

Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR /
PROFICIENCY

8.W.1.A.a
.

Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR /
PROFICIENCY

8.W.1.A.b
.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR /
PROFICIENCY

8.W.2.A.

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR

8.W.2.A.b
.

Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
-----------------------------	------	----------------------------------

GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 20: Unit 8 Formal Essay Models, pp. 171-178

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	8.RI.1.D.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
--------------------------	------	--------------------------------------

GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	8.W.1.A.a .	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	8.W.1.A.b .	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.b .	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	8.W.3.A.a .	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b .	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c .	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d .	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e .	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating

GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 21: Unit 8 Formal Essay Models, pp. 179-184

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	8.RI.1.D.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
-------------------------	-----------	---

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY	8.W.1.A.a	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
-------------------------	-----------	--

INDICATOR / PROFICIENCY	8.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
-------------------------	-----------	---

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
-----------	-----------	---

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
-------------------------	-----------	--

Lesson 22: Unit 9 Formal Critique, pp. 185-200

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY	8.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
-------------------------	-----------	--

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR / PROFICIENCY 8.RL.2.D. Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

STRAND: BIG IDEA / STANDARD **Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY 8.RL.3.D. Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

STRAND: BIG IDEA / STANDARD **Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY 8.RI.1.D. Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

STRAND: BIG IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR 8.W.2.A.b Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 23: Unit 9 Formal Critique, pp. 201-206

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR 8.W.2.A.b Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 24: Unit 9 Formal Critique, pp. 207-218

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	8.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR / PROFICIENCY	8.RL.2.D.	Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	8.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	8.RI.1.D.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	8.W.1.A.a	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	8.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT : GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a .	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b .	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c .	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d .	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e .	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND: BIG
IDEA /
STANDARD****Speaking and Listening**

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
----------------------------	-----------	--

Lesson 25: Response to Literature, pp. 219-228**Missouri Learning Standards****Language Arts****Grade 8 - Adopted: 2016****STRAND: BIG
IDEA /
STANDARD****Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY	8.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
----------------------------	-----------	--

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR /
PROFICIENCY

8.RL.2.D.

Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR /
PROFICIENCY

8.RL.3.D.

Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR /
PROFICIENCY

8.RI.1.D.

Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR

8.W.2.A.b
.

Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 26: Response to Literature, pp. 229-232

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	8.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	8.RL.2.D.	Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR /
PROFICIENCY

8.RL.3.D.

Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR /
PROFICIENCY

8.RI.1.D.

Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR

8.W.2.A.b
.

Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR

8.W.3.A.a
.

Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR

8.W.3.A.b
.

Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

INDICATOR

8.W.3.A.c
.

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
STRAND: BIG IDEA / STANDARD	Speaking and Listening	
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 27: Response to Literature, pp. 233-238

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
-----------	-----------	---

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
-----------	-----------	--

INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
-----------	-----------	--

INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
-----------	-----------	--

INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 28: Response to Literature, pp. 239-252

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	8.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	8.RL.2.D.	Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

STRAND: BIG IDEA / STANDARD

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY	8.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	8.RI.1.D.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating

GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 29: Response to Literature, pp. 253-256

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY	8.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
-------------------------	-----------	--

STRAND: BIG IDEA / STANDARD

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR / PROFICIENCY	8.RL.2.D.	Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.
-------------------------	-----------	---

STRAND: BIG IDEA / STANDARD

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY	8.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
-------------------------	-----------	--

STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	8.RI.1.D.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
STRAND: BIG IDEA / STANDARD	Speaking and Listening	
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Lesson 30: Response to Literature, pp. 257-261

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND: BIG IDEA / STANDARD	Reading Informational Text	
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	8.RI.1.D.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
STRAND: BIG IDEA / STANDARD	Writing	
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD	Writing	
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	8.W.3.A.e	Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
----------------------------	-----------	--